

R E P O R T R E S U M E S

ED 013 709

RE 000 257

WHAT MATERIALS SHOULD BE USED IN COLLEGE READING COURSES.
BY- HAFNER, LAWRENCE E.

PUB DATE MAY 67

EDRS PRICE MF-\$0.25 HC-\$1.16 29P.

DESCRIPTORS- *COLLEGE STUDENTS, *LANGUAGE ARTS, *READING DIFFICULTY, *READING MATERIALS, READING SKILLS, READING ACHIEVEMENT, STUDY SKILLS, READING INSTRUCTION, MECHANICAL TEACHING AIDS, COMPUTER ASSISTED INSTRUCTION,

COLLEGE STUDENTS AND THEIR READING PROBLEMS AND SOME MATERIALS WHICH MIGHT BE USED TO UPGRADE READING SKILLS ARE DISCUSSED. PROBLEMS IN LANGUAGE ARTS INCLUDE THE LACK OF SKILL IN STUDYING, LISTENING, WRITING, SPEAKING, AND DIFFICULTY IN UNDERSTANDING THE UNDERLYING CONCEPTS OF SPECIALIZED VOCABULARY. PERSONAL PROBLEMS SUCH AS ANXIETY ASSOCIATED WITH POOR ACHIEVEMENT, LACK OF MOTIVATION, AND LACK OF EGO STRENGTH ARE RELATED TO ACHIEVEMENT IN SCHOLASTIC SUBJECTS. THE MATERIALS WHICH CAN BE USED TO BUILD SKILLS OF COLLEGE READERS ARE CLASSIFIED AS READING MANUALS AND BOXED MATERIALS. THE USE OF MACHINES, COMPUTER-ASSISTED INSTRUCTION, NEWSPAPERS, MAGAZINES, AND PAPERBACKS IS DISCUSSED. THE USE OF MATERIALS DEPENDS ON THE INSTRUCTIONAL TECHNIQUES WHICH ACCOMPANY THEM. BRIEF DESCRIPTIONS OF 12 SELECTED READING MANUALS, STUDY MANUALS, AND BOXED MATERIALS ARE PROVIDED. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (BK)

ED013709

Lawrence E. Hafner
Associate Professor
University of Georgia
College of Education
Athens, Georgia 30601

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

RE 000 257

WHAT MATERIALS SHOULD BE USED

IN

COLLEGE READING COURSES

Selection and Evaluation of Materials - College

Too often a college freshman of some undiscovered potential turns up at college an intellectual ninety-seven pound weakling who wants to become a one-hundred-eighty-pound strongman. His mentors in some schools may be likened to an assortment of "doctors," "nurses," "dietitians," and "physical culture specialists" who are going to whip him into intellectual shape.

1

The "nurse" [testing specialist] examines him at the college induction station and finds that he is in fact a ninety-seven pound weakling in the information department, or as the German expression goes, "Er hat alles in Armen und nichts im Kopf," and duly notes this in his "medical" record. What about the doctors? He doesn't get to the doctor until he is decimated by the "ace-type critters" we are now going to vilify, I mean, talk about.

What does our "dietitian" [the student's advisor] do? She assigns him a carefully-worked-out, tailored-to-his-needs (Eeny, meeny, miney, mo) diet comprised of 1/10 English Composition, 1/5 Socratic Dialogues, 1/5 Western Civilization, 1/5 College Algebra, and 1/10 Chemistry. What about the other fifth? Guess.

Enter the ersatz "physical culture specialists" [some of his professors] who forthwith drop three-hundred-pound barbells [texts] into his arms (crushing him, of course,) with instruction [assignments] to "life these twenty times tonight as warm-up, because tomorrow it gives five-hundred-pound barbells, thirty times, already yet!" Then the coup de grace, the test of how he is developing, a nearly totally unrelated task of juggling five 50 pound cannon balls (taking an objective test when his study questions were essay, or vice versa) while doing a pirouette.

"Help! Help!" [Enter the doctor--a wise counselor or reading specialist--(you can tell who they are because they're the guys with the white hats.)]

These good guys know that many of the ninety-seven-pound weaklings can develop into one-hundred-eighty-pound strongmen. They also know it cannot be done by the procedures just mentioned.

Students' Problems and Needs

Lack of Language Arts Skills.

The learner in college must receive ideas and transmit ideas. We say he must become adept in the language arts of reading, listening, writing, and speaking if he is to succeed in college. What, then, characterizes the ineffective student?

He lacks reading-study skills. Lacking these skills, we find him deficient in these ways: he doesn't like to read; he doesn't vary his approach according to difficulty of material and varying purposes; he doesn't know how to set these purposes; he is deficient in vocabulary and in general information; he doesn't support the main idea with relevant details; he reads only for facts or details; he can't get the gist of the material he is reading; he can't paraphrase ideas; he can't boil down material; he does not utilize available chapter aids.

He lacks listening skills. Many of the deficiencies in listening are related to the deficiencies in reading. Ralph G. Nichols has listed ten bad listening habits in an article titled "What Can Be Done About Listening?" Some of these habits are those which characterize the inefficient listener in college:

calling the subject dull (used as an excuse to let the mind wander), criticizing the speaker (should listen to what is said), listening only for facts (listen for main ideas), and tolerating distraction (the good listener "zeroes in"), etc.

He lacks writing skills. We find him unable to write a clear, coherent sentence; he is unable to classify ideas, consequently he cannot outline material; he cannot write a summary paragraph; he does not employ transitional devices; he cannot make reading notes; he cannot write a library paper; he cannot write essay examinations.

He lacks speaking skills. Some of the reading and writing skills enter into the picture here. In addition to lack of ability to organize and to deliver clear, forceful sentences, we find the student unable to make suitable introductions, to choose words effectively, to use rhetorical devices, to use appropriate illustrations, to use humor, to illustrate his points, to make concrete applications, to "wrap up" his speech, etc.

Skills related to understanding ideas, organizing them, and expressing them run as golden threads through these language arts strands. Although the college teacher of reading does not have primary responsibility for developing skills other than the reading-study skills, he finds it increasingly difficult to separate these interrelated language arts. He finds, too, that he can make substantive contributions in these developmental areas.

Lack of Concepts That Underlie Specialized Vocabulary Terms.

Levine (7) has pointed out that words for which we know the meanings separately can become meaningless in combination in a particular contextual setting if we do not understand the underlying concept. He points out that a person might know the meaning of "intermediate" (coming between) and of "frequency" (repeated occurrence of a thing at short intervals or periods) and still not know the meaning of intermediate frequency as it is used in technical radio work. He favors, and I concur, subject matter teachers becoming responsible for teaching subject matter reading.

Personal Problems and Personality Deficiencies.

Although a college student probably will not manifest all of the language arts deficiencies previously noted or the various kinds of problems discussed in the following sections, he will manifest a certain number of them and probably in clusters. Some of the personal problems which plague the college student are:

1. Anxiety associated with poor achievement in college. Such anxiety can have a debilitating effect on the student's ability to think flexibly and to concentrate on his work. Anxiety, as measured by the Cattell 16 PF, appears to be associated with poorer achievement in college. (2)

2. Lack of motivation. An ill-defined purpose for being in college (6), lack of curiosity---those not profiting from a reading-study skills course did not like to read (3) --, and failure to accept long range goals (also characteristic of psychopathic personalities), are some behaviors associated with lack of motivation to pursue academic studies. On the other hand, Heil's (4) study of achieving scholars showed that "students admitted to the Scholar's Program, in contrast to those admitted to the regular program, appear to have . . . greater power needs and drive, and greater orientation toward inquiry."

3. Lack of ego strength. Hafner (3) made comparison on several personality variables of students who showed effective gains in grade point during the quarter they were enrolled in a reading-study skills course with those who showed ineffective gains. He concluded that his findings tend to corroborate those of Woolf (12) which showed a correlation between low ego strength and lack of success in intellectual endeavors. Heil's scholars, on the other hand, appear to have greater self-sufficiency and inner strength than students in a regular program. However, Hafner (3) found another type of self-sufficiency in non-achieving students which was characterized by rejection of ideas which, if accepted and applied, could have helped these students. Experience shows us,

too, that many students do not realize that academic work in a first-rate college requires much diligent application of sophisticated reading-study skills.

Jackson (5) studied the gains or lack of gains made by students with varying degrees of maladjustment symptoms (according to the MMPI) and found that reading gains were a function of personality. He concluded that forty per cent of the participants needed to be diagnosed and treated for their personality deviations if the reading programs were to be effective with them. Hafner (3) came to similar conclusions as the result of his study. These findings make sense. Personality deviations can interfere with the ability to concentrate, and the ability to concentrate may well be the sine qua non of reading and study endeavors.

The preceding ideas were presented prior to the discussion of materials so that materials could be viewed in their proper perspective. No attempt will be made to relate personality problems to types of materials. However, people with personality problems, or even those without them, probably should not be subjected to either a speed reading program or a program emphasizing advanced organization skills if the students have comprehension deficiencies, i.e., if they are not pretty good readers.

One or two pointers might be given. In addition to having the personality problems treated, the advisor and/or reading

specialist should probably insist that the student who takes a reading-study course should be required to reduce his course load for that term. Too heavy a load greatly reduces the chances that he will carefully, thoughtfully, and diligently apply the skills he is being taught to the reading and study of his text materials. In addition, the one type of "self-sufficient" student probably should not be in the course unless he experiences a felt need and volunteers for help. Of course, there may be some exceptions to this idea. The anxious student may need a more structured course, and, above all, he will need to feel safe and unthreatened by the experience. The instructor would do well not to "come on too strong" with this type of student. Finally, what you do and the materials you use must not only have real validity, they must have face validity for the student.

Materials to Use in a College Reading Program

After brief mention of some of the kinds of material available, and a divagation into computer-assisted instruction, I would like to go into some detail in describing two kinds of materials, reading manuals and boxed materials (reading laboratories).

1. Reading manuals. Reading manuals are usually designed to help the student improve such skills as vocabulary, comprehension, interpretation, and critical reading.

2. Study manuals. Study manuals try to help a student schedule

his time effectively, read efficiently, listen well, make effective notes, apply a study skill such as SQ3R, write objective and essay examinations insightfully, and write a term paper in an organized manner.

3. Reading-study manuals. Authors who try to combine reading and study helps into one volume usually have to sacrifice scope and depth to some extent.

4. College texts. The students' own textbooks and/or a variety of basic texts used in college work can be the main focus of a course or can be used in conjunction with other materials.

5. Boxed materials. Some reading and study materials have been graded, placed on neat, durable cards, and packaged. These kits, also called laboratories, can be used independently as practice materials or as the basis for direct teaching to an individual or small group.

6. Reading machines, teaching machines, and computer-assisted instruction. Technology has come a long way since the tachistoscope and the accelerator. Examples of present day accelerators are the SRA Rateometer and the Burson Electronics Reading Timer. Increasingly sophisticated hardware [machines] and software [programs and materials used in conjunction with the hardware] are being designed and manufactured.

Electronic Futures, Inc. (EFI) of North Haven, Connecticut has developed the Audio Notebook System, a portable tape-recorder reproducer system powered by flashlight batteries or 110-220V AC. It is designed to help the student improve his language arts skills. EFI has developed remedial and developmental reading materials for children and adults. EFI also has a Wireless Multi-Channel Reading System which allows the teacher to simultaneously direct separate lessons from any source (Audio Notebook, phonograph, TV, tape recorder) to various groups regardless of their seating arrangements. In this system, each student learns independently at his own maximum learning rate as he receives simultaneously the audio and visual presentations of the material in question. Although I know of no research reports on the effectiveness of this material, I must say it does have face validity. Researchers should test out the other validities. College reading people should experiment with these systems and develop additional materials to use with them.

Educational Development Laboratories of Huntington, N. Y., has had a number of reading-study systems on the market for several years, and they are probably better known than those we have been discussing.

Another system that college reading people should know about, although they may not utilize it (depending on how ambitious they

are), is the computer-assisted instructional (CAI) system. An example of this is the IBM 1500 Instructional System. In this system, a subject matter instructor utilizes a special author language called Coursewriter Language to program courses by entering data on instructional station keyboards. R. J. Siegel of IBM states that the IBM 1500 CAI system presents "lesson material at 'student stations.' A station may consist of a television-like viewing screen, an image projector and an audio system. A student can respond to questions by typing an answer on a keyboard, or by using a light pen to identify information on the viewing screen." He further states that lesson materials may be prepared and organized by educators into a series of statements and questions to be presented by the computer. In writing the lesson, the author anticipates a variety of student responses. If a student answers a question correctly, he proceeds with the lesson. If the answer is incorrect, an alternate sequence of instruction is provided automatically by the system to guide him to the correct answer and ultimately to a full understanding of the subject matter. Research data regarding the value of this system are available from IBM.

As with any type of material, these kinds of material can be used to advantage or to no advantage. Excellent machines + excellent programs + excellent methodology + excellent, insightful teachers + motivated students with promising capacity = excellent

results. The results will be less than excellent to the extent that any one of the variables in the "equation" is less than excellent. The same is true with other kinds of materials.

7. Newspapers. Excellent for developing vocabulary, critical reading skills, and informational backgrounds are the various metropolitan newspapers. Some of the top English language newspapers are the New York Times, Christian Science Monitor, Milwaukee Journal, St. Louis Post-Dispatch, Washington Post, Atlanta Journal, Minneapolis Star, Seattle Times, Seattle Post-Intelligencer, San Francisco Examiner, Los Angeles Times, Manchester Guardian, and London Times.

8. Files of teacher-made exercises. Can be prosaic or imaginative.

9. Current events magazines. Newsweek is veridical and varied in content. Time is exciting and controversial. U. S. News and World Report bulges with authoritative articles on business, economics, and government.

10. Paperbacks. "A hole is to dig," and a paperback is to carry around with you and read. Keep a good supply of quality books around (which you read, too,) and you and your course may be labeled AUTHENTIC.

Descriptions of Selected Reading Manuals, Study Manuals, and Boxed Materials.

- (1) Beringause, Arthur F. and Lowenthal, Daniel K. The Range of College Reading--Exercises in Improvement. Boston: Houghton Mifflin, 1967.

This book contains reading selections from college texts in the humanities, business, social sciences, science, and mathematics, and technologies. Each of these areas is further subdivided into subjects. For example, humanities contains reading selections from speech, English, music, and art. Range One, or part one, contains selections easier than those in Range Two or Range Three. After each selection one finds the following activities or exercises which are titled: 1. Short Answer Questions, 2. Vocabulary Study, 3. Mechanics, 4. Style, 5. Questions for Class Discussion, 6. Composition. An appendix contains references to selected supplementary readings. The selections contain a goodly number of pictorial illustrations, the ones accompanying the original texts.

- (2) Christ, Frank L. Study-Reading College Textbooks. Chicago: Science Research Associates, 1967.

This volume contains "exercises in chapter study and textbook reading." Christ points out that many a student reads a college

text, but neglects the "two-thirds of the process that would make his efforts fruitful: preparation before reading and summarizing after reading."

First, the author explains the Study-Reading Method, including brief discussions on Previewing and the SQ3R Method. The body of the book is devoted to exercises in which the student applies the SQ3R Method to excerpts from typical college textbooks.

Appendix A contains a comprehension exercise for each excerpt in the body of the work and also model survey question and review exercises.

(3) Farquhar, William W., Krumboltz, John D. and Wrenn, C. Gilbert. Learning to Study. New York: Ronald, 1960.

The authors state that their ideas concerning efficient study habits are ground upon important research findings. Could be useful to students in schools which espouse "non-teach," since it clearly places upon the student the responsibility for improving his study habits. This volume does not contain exercises for improving comprehension, but it does contain many practical suggestions for (1) developing self-understanding, (2) improving skill in remembering, (3) preparing for and writing examinations, (4) note-making, and (5) writing effective reports.

- (4) Hill, Walter and Eller, William. Power in Reading Skills.
Belmont, California: Wadsworth, 1964.

The avowed purpose of this volume is to provide a comprehensive set of learning-practice materials in the advanced reading skills underlying powerful reading. The first Power Area explains a reading-study system called the POINT procedure. Subsequent sections are devoted to the teaching of comprehension and organization skills using exercises constructed to move (1)"from smaller to larger reading units, (2) from specific comprehension to the organization of larger ideas, (3) from literal interpretation to inference and critical analysis, and (4) from slower rate of performance to faster rate of performance." The instructor who uses material such as this will need to experiment carefully to make sure he uses it to best advantage with the particular types of students he has in his classes.

- (5) Jones, Everett L. A New Approach to College Reading. N. Y.: Holt, Rinehart and Winston, 1964.

Jones' approach to college reading does seem to be new. It strikes at at the heart of a basic problem in reading improvement--the need to develop concepts and to improve language facility. This volume contains interesting essays on a variety of topics. Each essay is accompanied by ten to twenty topical suggestions for

discussion and writing plus ten theme titles. A twenty-five item multiple choice test of vocabulary terms accompanies each essay.

For the unsophisticated student and teacher this approach may lack face validity. However, many college students could profit from the language development which could be induced through the discussions and other types of activities.

(6) McDonald, Arthur S. and George Zimny. The Art of Good Reading. Indianapolis: Bobbs-Merrill, 1963.

The authors have made "understanding and flexibility, the two main ingredients of effective reading, . . . the subject of this book." Chapter one contains selections which are pre-tests. Chapters two through nine contain four types of reading selections which form the basis of exercises designed to help a person develop into an effective reader. (Additional exercises are found in the last part of the book.) The types of selections are Fiction, Biographical Sketches, Social Science, and Commercial.

The various exercises are designed to help transform a person into a reader who overviews, reads flexibly, is well motivated, determines his purposes for reading, understands and critically evaluates what he reads, discovers the organization in what he reads, gives full attention to his reading, remembers what is important to him in his reading -- in short an effective reader.

(7) Robinson, Francis P. Effective Study. Revised Edition. N. Y.: Harper & Brothers, 1961.

Robinson's approach to quality study is based upon research conducted by himself and others. In part one of the book he discusses higher-level work skills, including his oft-quoted, much copied, SQ3R method of studying. In the section on effective skill in examinations, Robinson discusses (1) the effect of type of examination upon review method, (2) techniques for taking (a) essay examinations, (b) objective examinations, and (3) making use of returned examinations. Part one also treats such topics as motivation to study and preparing reports. Part two is devoted to such topics as reading ability and writing skills. " . . . much of the student's practice and application must be done outside this book . . . , preferably (in) the student's actual textbook." The seven page bibliography contains 177 entries, largely research studies.

In appendix one can be found quizzes on chapters two through seven. Appendix two contains a comprehension test, special reading skills tests, an English Survey Test, and a spelling test.

(8) Parker, Don H. Reading Laboratory IV A, Grades 9-12. Chicago: Science Research Associates.

In this kit one finds material designed to develop power of reading, rate of reading, and ability to listen and take notes.

Each card in this series of graded exercises contains a reading selection, comprehension checks, exercises designed to increase vocabulary, and activities for improving word recognition skills. The reading selections use a variety of subjects and are usually read with considerable interest. Also included in the laboratory kit are placement tests, student record books, and a teacher's handbook.

(9) Pauk, Walter. How to Study in College. Boston: Houghton Mifflin, 1962.

This book tells the reader how to study effectively and efficiently. Pauk has developed well written sections on such topics as taking lecture notes, taking reading notes, remembering what you learn, studying for and writing examinations, writing papers, reading a textbook, and studying foreign languages, mathematics, and the natural sciences. The book does not contain exercises for developing comprehension and vocabulary skills, although it does give some hints on developing these skills. The sections on taking notes and how to read a textbook appear to be particularly effective ones.

(10) Thurstone, T. G. Reading for Understanding, Grades 5 through College. Chicago: Science Research Associates.

This is a series of 400 graded lesson cards which fit neatly into a small box. Each card contains ten challenging paragraphs in

a number of areas such as philosophy, science, sports, politics, and education. The student reads the paragraphs. The last word of the paragraph has been deleted. If the student fully understands the paragraph, he will be able to select the correct response from the four multiple choice responses provided. This material is interesting, in compact form, and does stimulate the reader to read in a careful inquiring manner. Placement tests, record booklets, and answer keys are provided.

(11) Spache, George D. and Berg, Paul C. The Art of Efficient Reading. Second Edition. N. Y.: Macmillan, 1966.

Spache and Berg have treated many topics in this large (323 page) book -- and have done so in a distinctive manner. The book is written on the premise that students need to "understand more clearly various ways of approaching their reading tasks" and that they need "sufficient practice in these techniques to enable them to achieve flexibility."

The first section of the book is devoted to developing a number of reading approaches that can be applied to the acts of studying and reading. Section two emphasizes a system for analyzing difficult words, suggestions for gaining meaning clues from affixes and roots, and exercises on how to use the dictionary

effectively. Section three contains hints on and exercises in reading materials in a variety of college subjects. The appendix discusses phonics clues in reading.

(12) Taylor, Stanford E.; Frackenpohl, Helen; Anderson, Lorena; Guillion, Floyd, and Dechant, Emerald. EDL Listen and Read Program. Huntington, N. Y.: Educational Developmental Laboratories, 1962.

The Listen and Read program is a developmental program in both reading and listening. It consists of thirty tape recordings and a student workbook which is used in conjunction with the tapes.

The program is designed to acquaint the student with the need for good listening and to "develop the ability to listen with greater attention, discrimination, organization, and retention." At the same time, a variety of reading skills, appreciations and understandings should be developed, according to the authors.

The topics covered in the tapes are important. For example, one finds topics such as Unlocking Sentence Meaning, Spotting Topics in Paragraphs, The Art of Notemaking, and Reading Between the Lines.

This material is intended for the secondary level but can be used on the college level.

Other useful books are:

Brown, James I. Efficient Reading. Revised Edition. Boston: D. C. Heath, 1962.

Judson, Horace. The Techniques of Reading. Second Edition. N. Y.: Harcourt, Brace & World, 1963.

Leedy, Paul D. Read with Speed and Precision. N. Y.: McGraw-Hill, 1963.

Monroe, Marion; Horsman, Gwen, and Gray, William S. Basic Reading Skills for High School Use. Revised Edition. Chicago: Scott, Foresman, 1958.

Schick, George B. and Schmidt, Bernard. A Guidebook for the Teaching of Reading. Chicago: Psychotechnics Press, no date.

Smith, Nila B. Be A Better Reader. Book VI Englewood Cliffs, N. J., Prentice Hall.

Smith, Nila B. Faster Reading Made Easy. Englewood Cliffs, N. J.: Prentice-Hall, 1963

Van Gilder, Lester L. and Wasinger, Sister M. Lucy Ann. Achieving Maturity Through High School Reading. Dubuque: William C. Brown, 1967.

Wedeen, Shirley Ullman. Advanced College Readers. N. Y.: G. P. Putnam's Sons, 1963.

Some Notes on a Sequence of Courses

Hafner (3) found that his reading study skills course was successful in raising the grade point average of the participants enough to keep them in college. However, it did not succeed in raising their reading comprehension significantly. Since a great emphasis was placed upon organizational and other kinds of study and examination skills, and since the reading tests tend to have a speed element in them that seem to play havoc with individuals who have developed a study set, the foregoing results are not entirely unexpected.

Pauk (10) reported related findings. He compared the effectiveness of two courses designed to improve G. P. A. Post-Course G. P. A.'s were compared in each instance with the G.P.A.'s of control groups. He found that the study-skill only course yielded a mean increase in G. P. A. that was significantly better at the .01 level than the control group's efforts. The reading-and-study skills course yielded increases significantly better at the .05 level than the control group's results.

Wedeen (11) found that a six weeks reading improvement course utilizing accelerators, films, lectures (to increase eye span), reading manual exercises for speed and comprehension, and the students' own texts resulted in short term gains in rate (.01 level) and very insignificant (.90 level) on vocabulary and com-

prehension. In both the short term and long term studies the experimental group was statistically superior to the control group in rate and vocabulary, but inferior in comprehension.

Maxwell (8) has indicated that from twenty to thirty per cent of the students who enter the University of Maryland Reading and Study Skills Laboratory "need intensive help in spelling and word attack skills prior to starting reading improvement work." She has developed an individualized course for helping students overcome these deficiencies. This course is considered to be a prerequisite to further work in reading study skills.

Earlier in this paper it was suggested that college reading people may not know whether they should try to incorporate computer-assisted instructional systems into their regimes. We could infer that Maxwell would say, "yes," for in another paper (9) she states that a reading-study skills lab can expand its services, although this might require more physical facilities eventually, by making available to students, for use in the laboratory, tape recordings of the lectures of various professors. Students enrolled in these courses can listen to these tapes as many times as they like. As the result of such activity at the University of Maryland, nine class members earned "A's," compared with the prediction of three. Incipient, but not insipid! Furthermore, Maxwell has

introduced a library of learning programs (tutor texts) in different subject areas. "Students find these valuable for reviewing course work and mastering fundamental principles. For example, a student may review college algebra or calculus, chemistry or physiology, or work on his vocabulary in German."

The studies by Hafner, Pauk and Wedeen, and others not cited here, indicate to me that probably (1) study sets and reading test sets are antithetical (2) rate gains are sometimes gotten at the expense of comprehension (3) too many instructors try to accomplish too much in one course (4) study skills instruction yielded better G. P. A's than reading-study skills instruction. If I couple these conclusions with the studies done by Maxwell in spelling and word attack, Woolf in low ego strength, and Levine in technical vocabulary study, I conclude that there are many facets to reading-study-G.P.A. improvement and that certain of these facets are pro-paedeutic for others; this implies that for best results these reading-study improvement courses be taken in sequence. Such a sequence might well be:

1. Concept Learning and Vocabulary Study
2. Spelling and Word Attack Skills
3. Comprehension and Interpretation I
4. Comprehension and Interpretation II
5. Study Skills I
6. Study Skills II

You may want to mix this up, bake it, and slice in a slightly different way. I would want you to. But I think one cannot deny that (1) As much or more instruction is needed in the receptive language arts as in the transmissive language arts(speech, composition), (2) not all facets of the language arts can be taken up at once (3) some logical and/or psychological sequence needs to be worked out, and (4) credit should be offered for these courses as they are for composition and speech. (Happily, there is a growing tendency for colleges to offer credit for such reading-study courses.)

Summary

Many students who now do poorly in college because of skills deficiencies, personality deficiencies, personal problems, lack of concept background, and lack of sympathetic intelligent help from administration and faculty, can do better. Psychologists, advisors, and reading specialists can team up to uncover and remedy personal, program, and skills deficiencies.

There is a wealth of materials and techniques which can be used to help the student improve step-by-step until he utilizes his talents efficiently and effectively. As reading specialists experiment with curricular offerings in their areas and with the prospects of putting their "receptive" courses into the regular

curriculum, a new day will dawn for college students, a day of sunshine and hope, a day when their talents burst forth and they make the contributions they have wanted to make, but didn't always know they were capable of making.

References

1. Brown, Frederick G. "Study Habits and Attitudes, College Experience, and College Success," Personnel and Guidance Journal, 43 (November, 1964), 287-292.
2. Hafner, Lawrence E. "Relationships of Various Measures to the 'cloze'" In Thurston, Eric L. and Hafner, Lawrence E. (Eds.), New Concepts in College-Adult Reading, Thirteenth Yearbook of the National Reading Conference. Milwaukee: The National Reading Conference, Inc., 1964, 135-145.
3. Hafner, Lawrence E. "Improving Grade Point Average Through Reading-Study Skills Instruction" In Schick, George B. and May, Merrill M. (Editors). New Frontiers in College-Adult Reading, Fifteenth Yearbook of the National Reading Conference, Inc., 1966, 46-57.
4. Heil, Louis M. "Scholastic and Personality Variables Associated with Acceptance to and Success in the Brooklyn College Scholar's Program," The Superior Student, 7 (March-April, 1965), 34-40.
5. Jackson, Boyd B. "Reading Diagnosis, a Dilemma?" In Figurel, J. Allen (Ed.), Improvement of Reading Through Classroom Practice, International Reading Association Conference Proceedings, Newark, Delaware: The Association, 1964, 156-158.
6. Kim, Ki Suk. "The Use of Certain Measurements of Academic Aptitude, Study Habits, Motivation, and Personality in the Prediction of Academic Achievement," Dissertation Abstracts, 18:150, January, 1958.
7. Levine, Isidore. "The Limits of Individual Reading," Journal of Reading, 10 (December, 1966), 156-160.
8. Maxwell, Martha J. "A Self-Help Approach to Better Spelling as a Preliminary Step Toward Reading Improvement for College Students," Journal of Reading, 6 (Winter, 1963), 134-136.
9. Maxwell, Martha J. "The College Reading Laboratory," Journal of Reading, 9 (May, 1966), 402-405.
10. Pauk, Walter. "Study Skills and Scholastic Achievement," The Reading Teacher, 19 (December, 1965), 180-182, 186.
11. Wedeen, Shirley U. "A Two-Year Basic Skills Study," Journal of Reading, 4 (January, 1967), 231-237.
12. Woolf, Maurice. "Ego Strength and Reading Disability," In Thurston, Eric L., and Hafner, Lawrence E. (Eds.), The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference, Milwaukee: The National Reading Conference, Inc., 1965, 73-80.